

# H.R. 1: *The No Child Left Behind Act*

Closing the Achievement Gap in America's Public Schools

## ***"Education Reform 101"***

– a Presentation Courtesy of the  
House Education and the Workforce Committee Majority Staff

The Honorable {*Insert Name Here*} (R-{*state*})  
107<sup>th</sup> Congress  
{*Date*}, 2002



# The Need for Accountability



A significant achievement gap exists in America between disadvantaged students and their more affluent peers.



Despite hundreds of billions in Federal spending since 1965, the achievement gap has not closed.



Nearly two-thirds of African-American children in the fourth grade cannot read at a basic level.







U.S. students lag behind their international peers in key subjects.



Federal education policy lacks focus and has never insisted on results.



# Education Reform Principles: *The No Child Left Behind Act*

-  Accountability for Results
-  Flexibility and Local Control
-  Resources for Reform
-  Parental Options and Responsibility

# PART ONE: ACCOUNTABILITY


## Raise Standards, Raise Hopes

*"Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real."*

**– President George W. Bush, August 1, 2001**



President George W. Bush signs the *No Child Left Behind Act* into law on January 8, 2002.



# PART ONE: ACCOUNTABILITY

## Raise Standards, Raise Hopes



Parents, voters and taxpayers deserve to know when public schools are getting the job done - and when they aren't.



In the hands of caring parents, information can be a powerful tool for reform.



If we don't test, we don't know when children are falling behind.



If we don't test every year, a child can lose a year or more - precious time that can't be replaced.







Qualified teachers are essential to improving education.

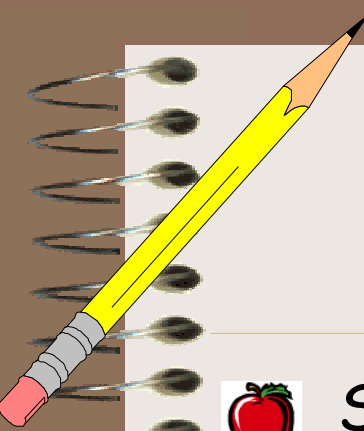




# No Child Left Behind: A Blueprint for Better Results

*The NCLB Act calls for:*

-  Annual testing of all public school students in reading and math, grades 3-8, by 2005-06 school year.
-  A quality teacher in every public school classroom by 2005.
-  Annual report cards on school performance for parents, voters and taxpayers.
-  Ensuring that every child reads by the 3<sup>rd</sup> grade.



# The H.R. 1 Accountability System: How It Works



States design and implement annual tests - not the federal government.



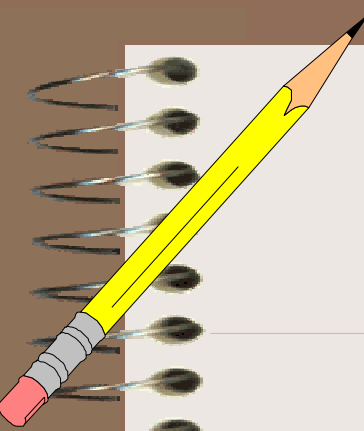
Federal government provides funding annually for states to design and implement tests (\$387 million appropriated for Fiscal Year 2002).



States can continue to use or expand on existing tests.



An independent benchmark (NAEP) will be given to a small, random sample of 4<sup>th</sup> and 8<sup>th</sup> grade students in each state every other year to verify statewide test results.



# The H.R. 1 Accountability System: How It Works



Federal government covers cost of state participation in NAEP.

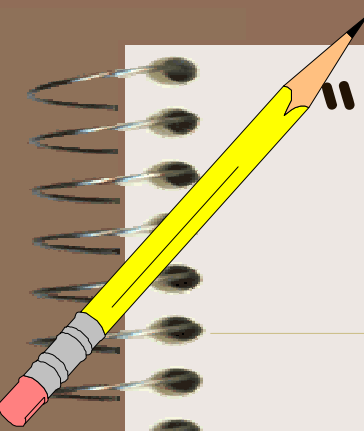


A 35 percent increase in Federal funds to help states and local schools train, recruit, and retain high quality teachers.



Federal funding for reading instruction is tripled (\$300 million last year to \$900 million this year), along with new emphasis on proven scientific research.





# "Adequate Yearly Progress" (AYP)



The system of accountability is rigorous, but achievable.



The goal is 100 percent proficiency for all students in 12 years.



Why 100 percent? Anything less means children will be left behind.



# What if a school continues to fail?



For the first time, parents, voters and taxpayers will know when schools aren't getting the job done.



Failing schools qualify for extra help.



States decide on sanctions (and rewards).



Schools that continue to fail after receiving extra help may be reformed by the state.



Escape route for students in chronically failing or dangerous schools. *(more to come in a moment)*



# No Child Left Behind: Other Elements of Reform

To close the achievement gap in America, accountability in our schools is essential.

Accountability is not achievable without three other ingredients:



Flexibility and Local Control



Expanded Parental Options



Resources for Reform



# PART TWO: FLEXIBILITY & LOCAL CONTROL



Education is primarily a state and local responsibility.



Parents want education decisions to be made by people who know their children's first names.



Parents, teachers and local school administrators are most familiar with students' unique needs.



Without greater local freedom and authority, education reform cannot work.



# New Flexibility for Every Local School District

## Under the *No Child Left Behind* Act:



Every local school district in America receives significant new flexibility and decision-making authority in the use of federal education funds.



Federal education funds come with fewer strings attached.



Local school districts can make decisions on their own - and do not need approval from the U.S. Department of Education or the state educational agency.



Local officials can use Federal funds to help address the unique needs of students, rather than following "one-size-fits-all" Washington rules.



States receive more flexibility, too.





# How It Works



Every local school district in America can make spending decisions with up to 50 percent of its non-Title I Federal funding.



No applications or prior approval needed.



Flexibility applies to non-Title I Federal funds, including teacher quality, technology, afterschool learning, and Safe and Drug Free Schools.



Example: if a local district would prefer to use 50 percent of its Federal technology funds for recruiting quality teachers instead of technology, it can do so.



In addition, up to 150 local school districts nationwide can participate in a local control "pilot project" to make spending decisions with 100 percent of non-Title I federal funds.



# States Get More Flexibility, Too



Current law requires state activity funds (Federal funds held at the state level) to be used for specific purposes.



All 50 states are allowed to make spending decisions with up to 50 percent of their state activity funds under NCLB.



New state flexibility applies to teacher quality, technology, afterschool learning, Safe and Drug Free Schools, and the Innovative Programs grant.



# "Flexibility Partnerships"

*To ensure that federal funds are used most effectively to meet students' unique needs:*



States and local school districts can coordinate efforts through state-local "flexibility partnerships."



Each participating state can work with up to 10 participating local school districts.



Both the state and the participating school districts within that state will have new flexibility to jointly address students' needs.



# Rural Schools Aren't Left Behind

Rural school districts face unique challenges that larger school districts do not face, and often cannot compete for federal grants because they lack adequate resources.

*The NCLB Act:*



Includes provisions designed to provide greater fairness for rural school districts by giving local school officials greater say in how federal funds are used.



Provides rural school districts with increased flexibility and funding to enhance academic achievement.



# PART THREE: RESOURCES FOR REFORM

States and local schools must have the freedom and resources to meet higher expectations.



The NCLB Act provides a significant expansion of state and local control over how federal education funds are spent - linked to a significant increase in education funding.



More resources. . .with fewer strings attached.





# Historic Support for Education Reform

To support education reform, President Bush and Congress have:



Provided a dramatic increase in Title I aid to local schools (from \$8.6 billion in FY2002 to \$10.4 billion this year).



Provided a 35 percent increase in teacher quality aid to states and local schools. Tripled funding for reading programs.

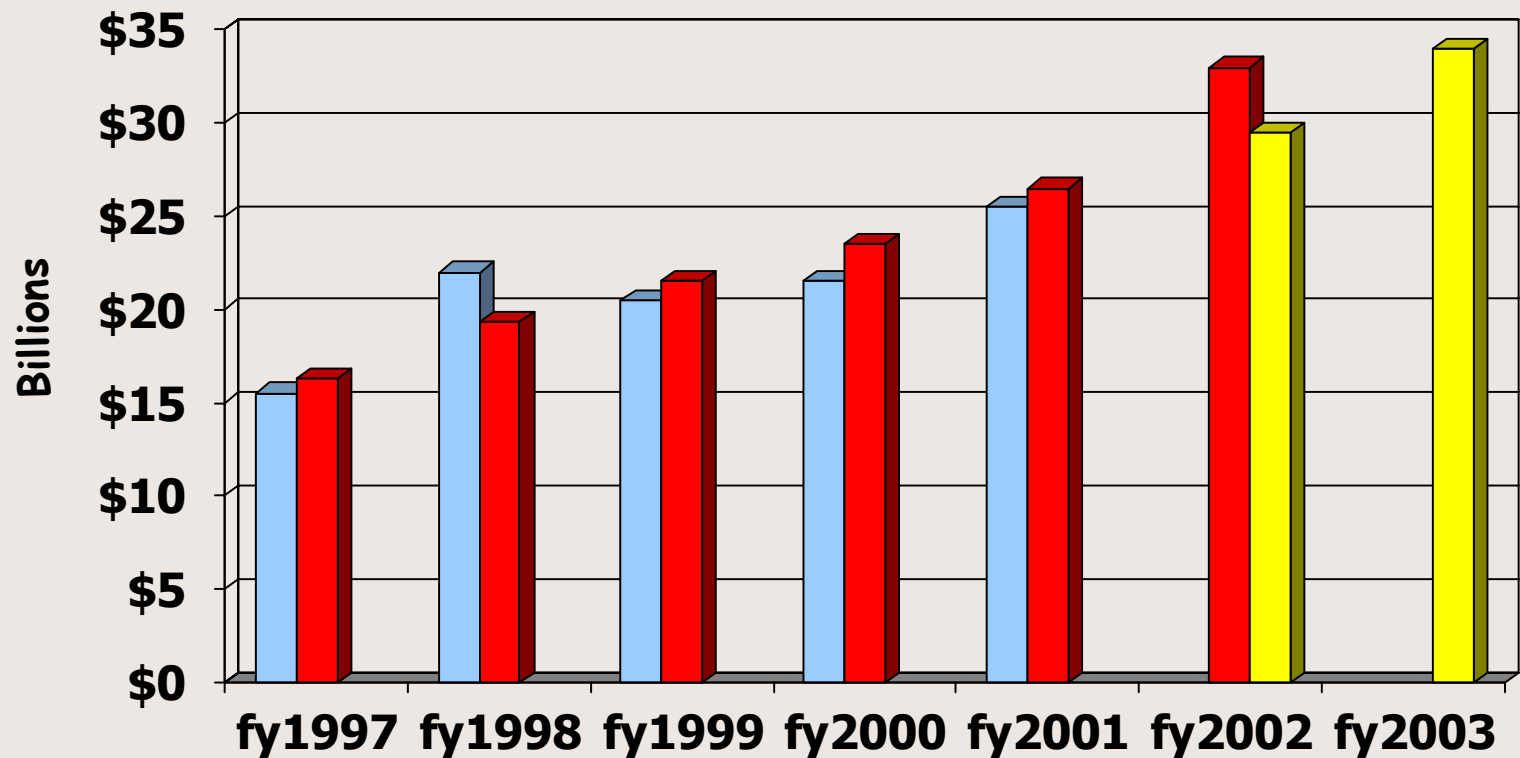


Provided support for 1,800 new and existing charter schools.



Increased special education (IDEA) funding by \$1.3 billion.

# Education Funding: Elementary and Secondary Education



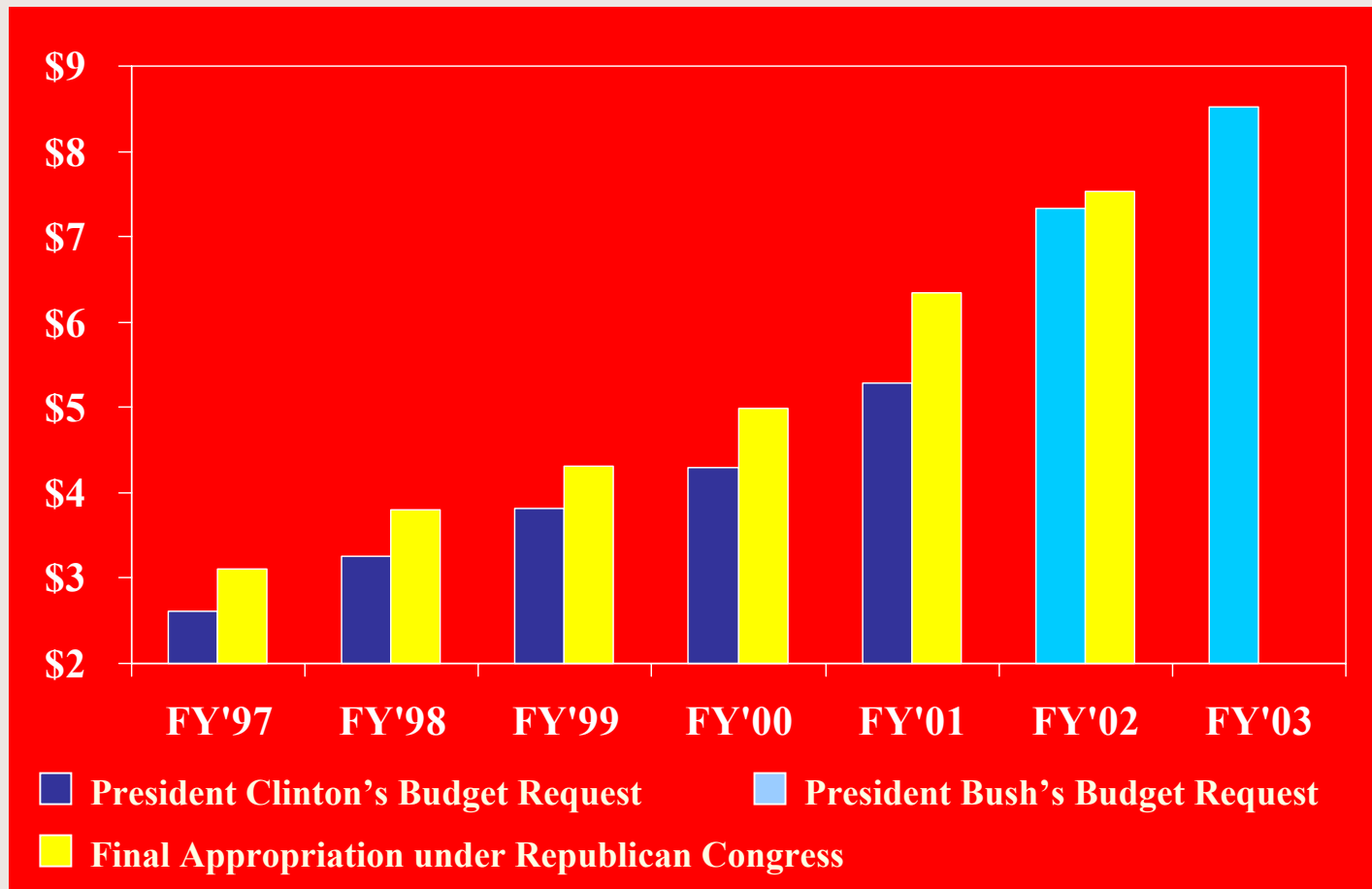
President Clinton's Budget Proposal

President Bush's Budget Proposal

Republican Congress Appropriations

# Education Funding: Special Education (IDEA)

Individuals with Disabilities Education Act





## PART FOUR: PARENTAL OPTIONS AND RESPONSIBILITY



Testing empowers parents with data. But parents also must be able to *do something with that data* if a failing school does not improve.



There must be a "safety valve" for students trapped in chronically failing or dangerous schools.



# A "Safety Valve" for Students in Failing or Dangerous Schools

*Effective immediately under NCLB:*



**If a school has failed for two consecutive years:** parents have the right to transfer their children to a better-achieving public school or charter school.



**If a school has failed for three consecutive years:** in addition, parents have the right to obtain supplemental educational services - including tutoring, afterschool services, and summer school - for their children.



Students attending schools designated by the state as dangerous or unsafe are permitted to transfer immediately to a safer public or charter school.





# Parental Options Expand As Failure Persists



**2004-05** - Failure to make adequate yearly progress (AYP) - school receives extra help; parents offered public/charter school choice.



**2005-06** - Failure to make AYP - school receives extra help; parents offered supplemental services and public/charter school choice.



**2006-07** - Failure to make AYP - school entered into corrective action by state; parents offered supplemental services and public/charter school choice.



**2007-08** - Failure to make AYP - school identified for reconstitution by state; parental options continue.



**2008-09** - Failure to make AYP - school reconstitution.



# Parents Must Be Our Partners

*"Good education starts in the living rooms of the citizens of this country. It starts with a mom or a dad saying, you turn off the TV and practice reading. It means, get rid of the tube and get into the books. That's where it starts."*

**– President George W. Bush, August 2001**



For education reform to succeed, parents must be full partners in their children's education. Parents, teachers, and school administrators hold the key to our schools' success.



Parents need to instill values and discipline at home so their children can succeed in school.



# Fulfilling Education Reform's Promise to Our Children



*"This is education's moment. For the first time in years, our two major parties are in agreement on education. . . For these critical tasks, America's children depend on us. We must not thrust that burden onto our posterity. It is ours to bear."*

**-- U.S. Secretary of Education Rod Paige,  
on implementation of H.R. 1, January 9, 2002**



The academic achievement gap must be closed.



All children in America must have the chance to learn and succeed.



No child should be left behind.